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sampling, with the possible exception of the group of pupils from colored high schools.

Of these sixteen thousand children about five thousand were in grades three to seven of rural white schools. More than one thousand were in grades one and two of these same schools. The additional six thousand white children were in grades one to seven [or eight] of urban schools and in the first year of twenty-five urban and rural high schools. In all, about three thousand colored children were examined, fifteen hundred of whom were in rural schools and one hundred and fifty of whom were in the first year of the colored high schools of Richmond city and Norfolk city. For comparative purposes all the children in the Whittier School at Hampton Institute were examined [pp. 4-5].

The detailed results of the tests are too numerous for mention in the space of a review. The subjects investigated included reading, spelling, handwriting, arithmetic, English composition, and algebra. In addition to these educational tests, the pupils were also given the Haggerty Intelligence Examinations, Delta I and II. The results of these tests are summed up in two stimulating chapters, in which their application to the problem of classification is made the central issue.

Illustrative of the results of the tests are the three following paragraphs:

Richmond is the only school district in the state making provision for the gifted children in special classes.

By every measure applied the one-room school is the poorest educational institution in the state. The pupils in these schools are not getting a square deal.

The pupils in colored schools make a creditable showing in the tests, grade for grade, as compared with the white pupils. They are, however, almost uniformly from one to one and a half years older than the white children in the same grade and have been in school one year longer [p. 12].

In addition to the value of the results of the tests, the co-operative method by which they were given deserves favorable comment. The fact that "two hundred and fifty prospective teachers, fifty teachers now in service, twenty public school administrators and twenty-one professors in normal schools and colleges engaged from one week to two months each in the giving and scoring of tests" means much for the application of tests and measurements in a state which previously had attempted little in this field.

The report is well organized, and the data are presented in effective form. The survey furnishes an interesting comparison between the educational problems in the North and the South, as far as Virginia is typical of the southern states.

Making a school serve its community.—The tendency in modern educational administration to apply to school problems the principles of efficiency which are the basis of successful industrial organization is exemplified by Mr. Boyer in his study¹ of the Stanton-Arthur School in the city of Philadelphia. It may

¹ PHILIP ALBERT BOYER, *The Adjustment of a School to Individual and Community Needs*. Philadelphia: University of Pennsylvania, 1920. Pp. 141.

be said that the work is a survey of a single school, interpreted in terms of the aims of education, and the facts ascertained by a social survey of the school community undertaken at the same time. In chapter i twelve principles of efficiency are given which serve as a background for the work. The working of these principles demands a complete knowledge of all the factors having to do in any immediate way with the operation of the school, because the working aim of the school must be a result of the aims of education and the conditions which affect the school.

Chapter ii gives in considerable detail the results of the social survey. Analysis is made of the community by race, sex, age, marital stability, illiteracy, housing conditions, occupations, mortality and health, home life, racial traits, etc. Chapter iii presents the facts concerning pupilage. Instability of the school population, attendance, absence and non-promotion, school progress, and subnormal pupils are discussed. Chapter iv deals with attainments, as determined by standardized educational and intelligence tests.

In chapter v recommendations based on the aims of education, as modified by the community conditions, are made. For example, the school population is largely dependent upon the daily wage of the unskilled laborer, resulting in pupils leaving school on arriving at legal working age. The school should meet this situation (1) by adjusting its work to the probable length of schooling; (2) by retaining children until they have shown an interest in, and some adaptability for, a line of work; (3) by being prepared to advise as to particular employments; and (4) by supervision over children so placed until they have become established. Likewise, suggestions as to means of improving other community conditions are made. Chapter vi deals more specifically with ways and means of adjusting the school to the needs of pupils, assuming no increase of funds or radical modification of the plant. Chapter vii outlines a plan of reorganization, assuming certain specified changes among which are increase of funds and a different conception, on the part of the staff, of the aims of education.

The plan is admirable, and has been well executed. The work is suggestive of the activities a school should undertake in a community in which, on the whole, social standards are deplorable.

The village school survey in Minnesota.—The general purpose of a school survey is to gather a reliable body of concrete data concerning the operation and results of a school system, which may in turn be used for a diagnosis of the work of the school and the formulation of a series of recommendations for constructive improvement of the weaknesses disclosed. A recent survey has added to this general purpose a second one, namely, the planning and carrying out of a survey by a class in educational administration for the sake of the training given. The survey¹ of the Arlington, Minnesota, schools was planned

¹ J. B. SEARS and others, *The Arlington School Survey*. "Bulletin of the University of Minnesota," Vol. XXIV, No. 28. Minneapolis: University of Minnesota, 1921. Pp. 58.